Orient Longman

EASY READING

The Lion and the Mouse

and other short plays

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The Mango Tree
The Pigeons and the Birdcatcher
Baby Blue Whale's Birthday Party*

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ORIENT LONGMAN EASY READERS

LEVEL 2

The Lion and the Mouse and other short plays

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THE LION AND THE MOUSE AND OTHER SHORT PLAYS

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A word about readers and reading

Childhood is a time of enchantment as well as innocence. The child's eye transforms even mundane incidents and objects into the contours of a magical landscape; and perhaps the most potent magic of all is created by the miracle of *reading*. Once the child has discovered the intoxication of reading, life cannot remain the same; in fact, this may be the only relic of one's lost childhood that the adult is able to retain to the end, for it allows constant renewal.

It is sad that today media threaten one of the great comforts and privileges of a civilised society–the joy of reading a book. For nothing, no advance in technology, can quite replace the printed book. The child's imagination provides the script, helped by a little 'cueing' from an understanding writer, for the most fantastic as well as moving tales ever created. It is precisely because the book enables the child to unlock the treasure-chest of her or his own imagination that it scores so easily over a predominantly visual medium such as television.

The value of *extensive reading*, or *reading for pleasure*, has been widely recognised by language teachers, particularly teachers of English. It has been proved that children who come from homes where habits of reading are encouraged, develop faster, cognitively as well as linguistically, than children from homes where little reading is done. In fact, in a situation such as ours, where English is only a second language, with restricted use within the comunity, it is *reading* that can contribute most to successful language learning. Of the many millions of Indian children who spend painful years at school trying to master this language, relatively few succeed; and it can be demonstrated that those who do are the ones who have taught themselves to *read*—independently and widely, and with understanding and pleasure.

It may be said that, on the whole, the teaching of English does not adequately support or foster habits of extensive reading. Very many children read only the prescribed 'reader'. While the textbook, properly used, can be instrumental in the development of many essential *skills* of reading, there are other important skills which can be developed only through extensive (rather than intensive) reading, such as the skill of reading fast in order to acquire an overall understanding of a text. The language learner needs exposure to a wider variety of text types than can be provided through a single prescribed 'reader'. It is also important that learners should be trained to do *sustained* reading, which means reading through a *full-length* book (no matter how short) rather than a truncated excerpt.

The purpose in introducing extensive reading is to encourage children to read *widely* and *independently*, without having to depend on the teacher's help. Ideally, we should expect a child to read at least four to six books a year. The secret of success in reading is to develop the confidence that the learner *can* read independently. It is possible, however, that many children may not be able to or be willing at first to undertake the effort required and will require guidance by teachers. However, help should be offered, if at all, only as a form of *transition*, with the aim of gradually reducing the learner's dependence on the teacher.

In many schools in our country as well as abroad, every classroom has a *reading corner*, where selected children's books are attractively displayed. Several times a week, there is a *reading hour*, when children are free to pick up any book they like and read without interference. Some of the acronyms created for such activities are USSR (Uninterrupted Sustained Silent Reading) and DEAR (Drop Everything and Read). The benefits of such activities, which allow children to decide what they should be doing during a particular period, go beyond the development of reading skills.

This series, which has already gained wide acceptance over the years, is being re-issued in a more attractive format. Old favourites are being retained, but the range of titles is to be expanded to suit current interests and tastes. Texts have been carefully reviewed; it is intended that while these 'abridgments' should be faithful in spirit to the originals, children should be exposed to writing that is contemporary in style and idiom.

We hope that teachers, learners and their parents will find the new books even more useful and attractive than the ones they replace. The editors and publisher will be grateful for comments and suggestions. Meanwhile, to all young readers: *Happy Reading* !

Bikram K. Das
Series Editor

About the series

The *Orient Longman Easy Readers* aim to help children discover the joy of reading without feeling the constraints of a limited vocabulary. It is an encouraging experience for the child to be able to read what Michael West has called '...an enthralling approximation of the original'. The series tries to open up to the readers the world of old classics as well as modern writings, all within their grasp, as the language is simple and controlled.

The books are carefully graded into seven levels so that students progress gradually through successive grades with increasing ranges of vocabulary. There are seven levels in all beginning with 250-300 headwords in the first level to 3500–5000 headwords in level seven. In addition to the basic core vocabulary there are topic words, which along with difficult basic words are glossed on the pages in which they occur. The seven levels are meant for the age groups five to seven years at level one, and go up to twelve to fifteen years at level seven. Apart from lexical control, the books also use a structural grading system that is familiar to the readers. Even within each level, they are linguistically graded.

Although the books are simplified versions of original literary works, every effort has been made to preserve the author's individuality of style and opinion. The series hopes to bring to the readers a well-written story which will motivate them to go on reading and give them an opportunity to increase language awareness so that they will eventually be able to read and respond to the stylistics of unedited texts.

About the book

The collection of plays in this book, are adopted from well-known fables. Fables are stories about animals who are shown to be like people—so we have the proud lion, the happy grasshopper, the busy ant and the clever fox. Like people they get into trouble and are helped by others or become victims of their own tricks

These are stories that were written many, many years ago but are still enjoyed today. The most well-known fables are those of Aesop now read in almost all the languages of the world. The French poet La Fontaine retold these stories in verse for the French King and his court, of which *The Ant and the Grasshopper* is the best known.

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1 The lion and the mouse

Scene 1

(A lion is wandering about in a forest.)

LION: It's a hot day. Here's a big tree; I'll lie down in its shade. I shall take a nice long nap.

(The lion is suddenly awakened by a tickle in his nose. He sneezes and a small mouse falls out of his nose. He is angry and tries to hit the mouse with his paw.)

LION: You stupid little creature! You dare to rouse a sleeping lion!

(The little mouse is frightened and starts trembling.)

MOUSE: Oh, great Mr. Lion. I didn't mean to rouse you. My mouse-hole is just underneath and I was coming out of it. I didn't know that you were sleeping above.

LION: *(roaring)* So you wanted to tease me and

wandering: roaming
nap: short sleep in the afternoon
rouse: awaken

ran up my nose? You dare to tickle a lion's nose with your nasty little tail, you miserable little creature?

MOUSE: Oh, Mr. Lion, I came out of my hole. I walked into a dark tunnel and tried to get out of it. I didn't know at all that it was your great big nose. It was all a mistake!

LION: You won't make such a mistake again! I'm going to kill you now.

MOUSE: Oh no, Mr. Lion, you are so strong and so brave. You are the king of all the animals. Would you hurt a little mouse who meant no harm?

LION: Well, I'll let you go this time. But don't make such a mistake again.

MOUSE: Oh, thank you very much, Mr. Lion. You are as good and kind as you are strong and brave. Perhaps I can do something for you some day.

LION: *(roaring with laughter)* That's a joke, is it? Here am I, a great big lion, and a silly little mouse offers to do something for me some day. Go away now and don't talk about things you can't do.

miserable: poor

(The little mouse runs off.)

MOUSE: *(to himself)* Who knows? Perhaps I'll help him some day.

Scene 2

(A few days later. Some hunters have caught the lion while he was sleeping deep inside the forest. They have thrown a strong net over him and tied him up tightly with ropes. They want to catch the lion alive and have gone to bring some more people to help them. The lions roars and struggles, but he cannot free himself.)

MOUSE: Who is roaring? Isn't it my friend, the lion? What's happened to him? I must go and see. He was kind to me. Now perhaps I can help him.

(The lion goes on roaring in pain and anger.)

MOUSE: Don't move, Mr. Lion, my friends and I will bite these ropes and set you free.

LION: *(angrily)* You can't bite through all these ropes, you silly little creature. You may break all your teeth, but you won't be able to make a hole big enough for me.

MOUSE: I'll run off and send a message to my friends in the forest.

Scene 3

(The mouse returns immediately with another mouse.)

MOUSE: Now just don't move and be good, Mr. Lion. We are small but we are many. We'll stop talking and start working.

LION: *(doubtfully)* It will be a happy surprise if they succeed. I can do nothing. I can only lie here and wait for the end.

(More and more mice join them.)

MICE: We'll gnaw the ropes on your head.

OTHER MICE: We'll gnaw the ropes on your legs and paws.

OTHER MICE: We'll climb on your great body and work there.

(At last the lion is free. He stands up and shakes himself. Most of the mice go back quickly, but one remains near him.)

LION: Ah, my little friend, you are the one who first came to help me. You called all the others.

MOUSE: Yes, great King Lion. You caught me and set me free. I am very glad that we mice could help you.

LION: Thank you, little mice. Thank you for your help. Now I know that even the tiniest creature can help big ones. Now let us all go away before the hunters return. What a surprise they'll get!

(All the mice bow politely to the lion and scamper away. They lion runs off happily.)

scamper: run quickly and playfully

2 The ant and the grasshopper

Scene 1

GRASSHOPPER: *(singing)* Oh, what a lovely day! Time to sing and eat, to eat and sing. Plenty of insects to eat! Golden weather! Hoppity, skippity! Summer's the time for fun!

GRASSHOPPER: *(he sees some ants moving about busily)* Look at those stupid ants running about! They don't know how to have fun. They are not eating, they are not playing! They are carrying food instead of swallowing it! Hey, Ant! Stop, stop!

ANT: What is it? I am busy. I am working.

GRASSHOPPER: That is what I want to ask you. Why are you so busy? There's plenty to eat — insects for me, seeds and grain for you. Blue sky! Golden sunshine! Soft green grass! What's all this work for?

ANT: It won't always be summer. Winter will soon come. It will bring cold winds and snow. There will be no grain or seeds for us; no insects fo you. Summer is the time

to eat, that's true. But it is also the time to store up food for the long, cold winter.

GRASSHOPPER: Winter's a long way off, so don't tell me what to do. The warm sunshine is pouring down on us. Why worry about winter? Hop, hop, hop! Sing, sing, sing! Summer's the time for fun!

Scene 2

ANT: Winter has come. The grasshopper is miserable.

GRASSHOPPER: I feel miserable and hungry. The sky is dull and grey! The grass is no longer bright and green but brown and dry. How cold the wind blows! And there is nothing to eat! There are no flies or worms. How cold the water is!

GRASSHOPPER: *(looks round and finds the ant's nest)* The ants must have plenty of food stored up. Surely they will help me.

GRASSHOPPER: *(calls out)* Ant, Ant! O Ant, please come out.

ANT: *(comes out slowly)* Who is calling? Who are you? Oh, it's the grasshopper. I didn't

store up: keep something to be used later

recognise you in this dry brown coat. What do you want?

GRASSHOPPER: *(in a low voice)* What do I want? I am starving. Just a little food — corn, grain, seed. Please, you have plenty of food in your store, please give me some food till summer. I will return it to you then.

ANT: I won't need it then. There will be plenty for all of us.

GRASSHOPPER: But you have so much food in your big store.

ANT: *(grandly)* What we have stored is just enough for us.

GRASSHOPPER: Can't you lend me a little food? I'm starving. I'll surely return it to you.

ANT: Ants don't borrow and don't lend. What did you do the whole of summer?

GRASSHOPPER: You heard me, I sang! Night and day I sang for all to hear. Summer's the time for singing.

ANT: You sang then, did you? Well, dance now! Don't work in summer, and you starve in winter.

(The ant disappears into her nest.)

3 The dove and the ant

Scene 1

(A little ant is moving on the grassy bank of a quiet stream.)

ANT: It has been a hot day and I've been working very hard. I've been running about and getting food. I've been very busy and now I'm very thirsty. How clear and cool the water looks! I'll lean over carefully and take a little sip.

(The ant falls in and is carried away by the flowing water.)

ANT: Help! Help! How deep the water is! How quickly it moves! It's a great sea! It's carrying me away so fast! Oh, I'll be drowned. There's no one to help me.

(Help comes from a dove on a tree.)

DOVE: Oh, that little ant is struggling hard! The water is neither too fast nor deep; but it is too much for the poor tiny creature.

lean: bend over
drown: sink in the water and die

I think I can help her. I'll tear off this blade of grass and throw it to her. Oh, it's not near enough.

(She throws another bit and another.)

DOVE: At least this one has reached her. The poor little thing is struggling bravely to get on to it.

ANT: Oh, thank God for these blades of grass. They are like a bridge for me.

(The ant struggles and climbs on to a blade of grass and reaches the bank. She lies still in the grass for a few moments and then calls out.)

ANT: Who helped me? Who sent the grass bridge?

DOVE: Coo, coo! Coo, coo!

ANT: *(looks up)* Ah, it's you, gentle dove! You threw down the blade of grass and saved my life. Thank you, thank you so much! Perhaps I can help you some day.

DOVE: Never mind about helping me! I am much bigger than you, and I live up in the trees. But I am very glad I could help you. Now I must fly to my nest. *(flies off).*

ANT: She has flown off. She is certainly much bigger than I am. But who knows? Perhaps I can help her some day.

Scene 2

(The ant is walking, she hears the dove cooing.)

ANT: That's the dove cooing! She has been cooing the whole morning. I like to listen to her. She makes a very soft, pleasant sound. Today she sounds very happy! She is cooing very joyfully. I think her babies have just come out of their shells.

(Hearing the cooing, a man approaches carefully. He has a long stick in his hand.)

MAN: I'll catch that pigeon. I am going to have it for dinner. The silly thing is cooing so much, she won't notice me.

(The ant notices him.)

ANT: Oh, what's happening to my poor friend? She is so happy, she doesn't notice that man. He will get my gentle friend, and her poor babies. What can I do for her?

The ant goes and bites the man. He cries out and runs, dropping his stick. The dove

shell: the hard covering of an egg

now sees the man with his stick and flies up higher into the tree.

DOVE: Oh, that wicked man wanted to kill me with his big stick. Why did he cry out? What hurt him? Who saved me and my little ones?

(The dove looks round and sees the ant. It is lying still on the ground.)

DOVE: Ah, that's my little ant lying on the grass under the tree. What did you do to my enemy, little friend? And why are you lying there and not bustling about as usual? Are you hurt?

ANT: *(hardly able to speak)* I bit the man hard and my jaws hurt! But I'll be all right soon.

DOVE: Thank you, my tiny friend, thank you, indeed. You have saved me and my little ones.

ANT: I am very glad. Do you now believe that little creatures can help big ones?

DOVE: Yes, indeed; so they can!

4 The fox and the stork

Scene 1

MR. FOX: *(to himself)* Nothing to do! No tricks to play on anyone! I must think of something!

(He sees a stork.)

MR. FOX: I have thought of something. I'll invite my neighbour, Mrs. Stork, to dinner and I'll cook a good meal; but it won't be much of a meal for her!

MR. FOX: Dear friend, we live near each other, but we hardly meet. Will you come to my house for dinner tomorrow? I shall prepare a special dish. I am sure you'll like it.

MRS. STORK: *(pleased)* That's a kind thought, Mr. Fox. Thank you very much, I shall be glad to come.

MRS. STORK: *(to herself)* They say a fox is a cunning animal. But my neighbour seems very friendly.

cunning: clever

Scene 2

(Next day, Mrs. Stork arrives for dinner.)

MR. FOX: *(opening the door)* Welcome Mrs. Stork, dinner is ready. I've made a delicious soup for you. And there's plenty of it. Come let's start. I'm hungry.

MRS. STORK: *(to herself)* It may be tasty, but how am I to eat it from this flat, shallow pan? I can only get the tip of my bill on to the pan!

MR. FOX: Come on, Mrs. Stork, come on. There's plenty for both of us. Don't you like it?

MRS. STORK: He is lapping it all up. And I can't even get a drop.

MR. FOX: Now, after this meal, both of us will enjoy a good nap. So goodbye dear, neighbour.

(Mrs. Stork says nothing. She turns and goes away, as hungry as she had come.)

MR. FOX: *(to himself)* She's only a bird and stupid. How funny she looks with her long

delicious: very tasty
shallow: not deep

legs and long neck and long bill! She doesn't understand that I tricked her on purpose.

MRS. STORK: *(angrily to herself)* So that's his trick! He has sent me home hungry on purpose. I won't forget this. I'll wait for some time. Then I'll invite him to dinner.

Scene 3

(A few day's later, Mrs. Stork goes to Mr. Fox's house.)

MRS. STORK: I've come to invite you to dinner, kind neighbour. Will you have dinner with me tomorrow? I'll cook a good dish of rice for you, with tasty bits of fish and vegetables and raisins and nuts.

MR. FOX: Oh, thank you, Mrs. Stork, I'll be very glad to come. It sounds delightful.

(Next day the fox is on his way to Mrs. Stork's house. He sniffs the air as he comes near.)

MR. FOX: *(to himself)* She is certainly cooking a tasty meal. There's a wonderful smell in the air.

MRS. STORK: Oh, do come in Mr. Fox, dinner's

sniffs: smells

ready, I've filled my new jugs to the top with rice and fish and nuts and raisins. Let's start at once, while it's hot.

MR. FOX: *(to himself)* What's this? A tall jug with a long neck and a narrow mouth! Her bill can reach the food, but my thick muzzle can't. How she gobbles it up!

(He sits glumly but goes forward greedily now and then.)

MR. FOX: *(to himself)* She keeps dropping some pieces as she eats, and I must feed on smells and these crumbs.

(Mrs. Stork has finished her dinner, and a hungry Mr. Fox turns to go.)

MRS. STORK: *(laughs)* Time for a nap after a good meal, Mr. Fox. It's tit for tat and the bitter bit! Isn't it?

(Mr. Fox goes home both hungry and ashamed.)

MR. FOX: I don't believe this! A bird getting the better of me. But I deserved it and I have learned my lesson.

bill: beak
muzzle: the long mouth of some animals like a fox
gobbles: eats very quickly
glumly: sadly

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5 The porcupine and the snakes

Scene 1

(There is a great storm in the forest. A strong wind brings down trees and it rains heavily. A very frightened porcupine runs about, looking for shelter.)

PORCUPINE: Where can I find shelter? Any moment a tree might fall on me and smash me to pieces. Even this rain will flatten my quills.

(There is a flash of lightning and he finds a hole under a rock.)

PORCUPINE: There is a little hole here, and the rock will save me from the falling trees and pouring rain. I'll get in there.

(As he puts his head in, he sees that the little cave is crowded with snakes.)

PORCUPINE: How did you find this shelter?

BIG SNAKES: This cave is our home. Our whole

smash: crush
quills: needles on a porcupine's back

family lives here. There's no room for anyone.

PORCUPINE: *(in a crying voice)* Do please let me come in. Let me stay while the storm lasts. I'll go away as soon as the storm is over.

SNAKES: There isn't much room, and you are a prickly person with all those quills. Still, we can't refuse shelter to anyone in such a storm. Come in; but be very careful that your quills don't hurt any of us.

MOTHER SNAKES: Take care! You are pricking the baby with those sharp quills of yours.

PORCUPINE: What can I do? I can't shed my quills, can I? I have flattened them down as much as I can.

SNAKES: Just stay in one place.

ANOTHER SNAKE: Don't move at all, until the storm is over, and then you can move out.

(The porcupine looks at the snake but says nothing. Everyone is very uncomfortable with this strange visitor, but everyone is willing to help him during the storm.)

refuse : say 'no'

Scene 2

SNAKES: *(happily)* It's not raining any more.

MOTHER SNAKE: *(happily)* And the sun has come out. You can see a ray of sunlight coming in.

BIG SNAKES: *(politely)* So goodbye, Mr. Porcupine. We are glad we could help you in your need. Now you'll be able to move about safely.

PORCUPINE: I am certainly not going to move out. I have found a safe and comfortable home and I am going to stay here. It's you who must move, not I!

SNAKES: *(surprised)* But it's *our* cave. We have lived in it for years.

SECOND SNAKE: We let you in during the storm only because you were so miserable and begged for shelter.

THIRD SNAKE: We can't share it with you, because it's too small.

PORCUPINE: I am not asking you to share it. It's my home now and you must get out.

SNAKES: *(speaking together)* Oh no! The Porcupine puts out its quills in all directions

miserable: unhappy

till it looks like a ball of thorns.

PORCUPINE: I've got weapons all over me, and you've got none. You can't get at me–my quills protect me everywhere. So out you go!

(The big snake says nothing but suddenly sticks out his head and bites the porcupine on its nose. The porcupine draws back quickly, flattens all it quills, and goes backwards out of the hole as quickly as it can.)

6 The fox and the grapes

(A tired and hungry fox, looking for food, comes to a vineyard. He sees some bunches of ripe, juicy grapes, but they are too high for him.)

Fox: *(eagerly)* Oh, I am so hungry and thirsty and tired. And here's just what I want. What beautiful grapes, big and juicy and just ripe! They are high up. But I'll rest a little and then I'll jump and get them.

(The fox rests, and then jumps, but he falls back. A dog watches him.)

Fox: I must get a grip on the grapes, then I can pull them down.

(He jumps again and again and falls back each time. At last he turns away.)

Fox: I am tired. I don't want to try any more. I'll go on and look for something else. When I jumped high, I got a good look at the grapes. They are not ripe and juicy. they are green and sour. I don't want to eat sour

vineyard: a place, especially for growing grapes

grapes.

DOG: Are they really green and sour? You can't get them; so you are saying you don't want them.

FOX: It is best not to want what one can't get.

DOG: You are right. It's better to blame the grapes than to be sorry for yourself.

sour: not sweet

Chapter 1

As you read

A. 1. Why did the lion suddenly wake up?
   2. What did the lion say he would do to the mouse?
   3. What did the mouse say?
   4. How was the lion in trouble?
   5. How did the mouse help the lion?

B. Say whether the sentences are true or not true.
   1. The mouse entered the lion's nose because he wanted to tickle him.
   2. The lion enjoyed his nose being tickled.
   3. The lion wanted to kill the mouse.
   4. The hunters wanted to catch and kill the lion.
   5. The lion did not believe the mouse when he said he would help set the lion free.

Looking at language

Find words from the story that mean almost the same as the words/phrases below.

short afternoon sleep

shivering

rouse

distant

passage dug under the ground

having no faith

Chapter 2

As you read

1. How did the grasshopper enjoy summer?
2. Why did the grasshopper make fun of the ant?
3. What did the ant say to the grasshopper?
4. How did the grasshopper suffer in winter?
5. Did the ant help the grasshopper? Why?
6. What lesson did the grasshopper learn?

Looking at language

A. Match the parts in A with their correct parts from B.

A	B
1. In summer, the grasshopper	a. had enough food to eat.
2. In summer, the ant	b. was hungry and miserable.
3. In winter, the grasshopper	c. enjoyed himself and did not work.
4. In winter, the ant	d. worked and stored food for winter.

B. Make sentences of your own with the words below.

a. store up

b. plenty

c. recognise

d. starving

e. borrow

Chapter 3

As you read

1. How did the ant find herself in the stream?
2. Who helped the ant in trouble and how?
3. How did the ant thank the dove?
4. What did the ant notice?
5. How did the ant help the dove?

Looking at language

A. Fill in the blanks using the words below.

slipped, help, drowning, thirsty, threw, bent, plucked, watching

The ant was walking down the bank of the stream. She then felt ..... and ..... over the water to take a little sip. Suddenly, she ..... and fell into the water and started ..... A dove who was ..... from a tree

..... a few blades of grass and ..... them into the stream to ..... the ant.

B. Match the parts in A with their correct parts from B.

1. The ant leaned over the water	a. because she wanted to help the ant.
2. The dove plucked the blades of grass	b. because she wanted to help the dove.
3. The stream was shallow	c. because she was thirsty
4. The ant bit the hunter	d. because its babies were out of their shells.
5. The dove was cooing	e. but it was too deep for the ant.

Chapter 4

As you read

1. What did the fox say to the stork in order to play a trick on her?
2. How did the fox trick the stork?
3. How did the stork feel?
4. What did the stork do to get her own back?

Looking at language

A. Find words opposite in meaning to the words below.

1. stranger
2. unkind
3. inhospitable
4. deep
5. empty

B. Say whether these sentences are true or not true.

1. The fox really wanted to invite the stork to dinner.
2. The stork knew that the fox would play a trick on her.
3. The stork could not drink the soup from the wide pan.
4. The stork decided to have revenge.
5. The fox could not have food from the tall jug.
6. The fox returned home after a good meal.

Chapter 5

As you read

1. Why was the porcupine frightened?
2. How did he find the hole and what did he find inside it?
3. What did the snakes say to the porcupine? Did they let him in?
4. The porcupine changed his mind after the storm was over. What did he say to the snakes?
5. How did he try to frighten the snakes?
6. Who made the porcupine leave the hole?

Looking at language

A. Use *a, an* or *the* to fill in the blanks.

..... porcupine was frightened because of ..... storm in ..... woods. ..... flash of lightning helped him find ..... hole under ..... rock. He found it full of snakes. ..... snakes did not want another animals in such ..... small hole. They still let him in. After ..... storm was over, they asked him to leave. But ..... porcupine decided to stay and frightend all ..... snakes away. But one snake bit ..... porcupine on his nose and got rid of ..... unwanted guest.

B. Match the parts in A with those in B by using a suitable word from the middle column.

A		B
1. The porcupine entered the hole		a. the porcupine was not thankful to them.
2. The snakes did not want him in		b. the porcupine did not want to leave.
3. The storm was over	but	c. he needed shelter.
4. The snakes were kind to him	because	d. the porcupine wanted to remain in the hole
5. The big snake bit him on the nose		e. the hole was already full.

Chapter 6

As you read

1. Why was the fox happy when he saw the grapes?
2. What did the fox do to reach them?

Did he succeed?

3. What did the fox say to himself?
4. How did the dog try to correct the fox?
5. What did the fox say to explain what he meant? Did the dog agree?

Looking at language

A. Choose the correct answer and complete the sentences.

1. The fox
   a. was tired and hungry.
   b. happy and playing.
   c. was with a group of foxes.

2. He jumped
   a. because he was playing.
   b. because he was fighting with the dog.
   c. in order to reach the grapes.

3. He says the grapes are
   a. ripe and juicy
   b. green and sour.
   c. too high for him to reach.

4. The dog
   a. helps the fox to reach the grapes.
   b. wants to eat the grapes
   c. sits and watches the fox.

5. The fox says:
   a. "It is better to call the grapes sour than to feel sorry for myself."
   b. "Come and help me," to the dog.
   c. "The grapes are really green and sour."

B. Find words in the play which have the same meaning as the words/phrases below.

a. ready to be eaten
b. find fault with
c. not sweet
d. hold

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